

**REFLECTIVE PRACTICES BY ENGLISH
LANGUAGE TEACHERS**

**A Thesis submitted to the Department of English Education in
Partial Fulfilment for the Master's Degree in Education
(Specialization in English Education)**

**Submitted by
Yashoda Khatiwada**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2008**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Yashoda Khatiwada** has prepared this thesis entitled **Reflective Practices by English Language Teachers** under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

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EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis Evaluation and Approval Committee.

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DECLARATION

I hereby declare to that the best of my knowledge this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2065/09/06

Yashoda Khatiwada

DEDICATION

Dedicated

to my parents who devoted their whole
life to enlighten me and to my teachers
without whose support and inspiration
it would not be possible...

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Yashoda Khatiwada

ABSTRACT

The present study aims to identify the reflective practices of English language teachers. The research study was carried out using both primary and secondary sources of data. For primary data, I observed the classes of the twenty teachers of lower secondary and secondary level with a prepared checklist and distributed them a set of questionnaire as well. After the study and analysis of the data, it was found that majority of the teachers were not aware of the importance of reflective teaching for their professional development. It was also found that teachers were using very general ways of reflection like sharing with colleagues, obtaining student feedback and conducting group discussion. However, majority of the teachers did not practice reflection in their teaching.

The study is divided into four main chapters and other sub- chapters. The first chapter of the study deals with the general background, the English language teaching in Nepal, introduction of the reflection, reflective practice in teacher education, importance of reflective teaching and approaches to develop reflective practice. Similarly this chapter also includes the literature review, objectives and significance of the study. The second chapter deals with the methodology used in the study i.e. the sources of data, sample population, sampling procedure, tools for data collection, data collection procedures etc. The third chapter is the main part of the study which includes analysis and interpretation of data. The last chapter encompasses with the findings and recommendations made after the analysis of data. Eventually references and appendices are also given. The appendix part includes research tools and other information.

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
NELTA	Nepalese English Language Teachers Association
LSN	Linguistic Society of Nepal
LAN	Literary Association of Nepal
i.e.	that is
CUP	Cambridge University Press
M.Ed.	Masters in Education
T.U.	Tribhuvan University
Vol.	Volume
No.	Number
et al.	and other people
e.g.	For example
etc.	etcetera
ibid	the same book/ the one that has just been mentioned
Viz.	Namely
ESL	English as a Second Language
EFL	English as a Foreign Language
p.	page
pp.	pages